<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

### Standards

**A. Skills and techniques:**
- Sings and performs a varied repertoire of music both independently and with ensemble

### Learning Targets

1. **Sing literature using solfege or numbers in major keys from each musical era**
- Respond accurately by ear to Kodaly hand signals from the conductor while sight reading
- Use Kodaly hand signals while sight reading
- Demonstrate an understanding of characteristics of different styles and genres of musical compositions both orally and in written form
- Perform SATB, TTBB and SSAA and advanced divisi in a variety of ensembles with accompaniment and a cappella
- Display proper concert etiquette as a performer and audience member
- Perform works in major and minor modes from various musical eras with rhythm and pitch accuracy
- Interpret appropriately the musical elements of a selection based on prior knowledge of each genre and style
- Employ instruments to harmonize and enhance choral performance
- Responds appropriately to the cues of the conductor
- Demonstrates the ability to conduct an ensemble
Alignments:
CCSS: 11-12.RST.2; 11-12.RST.4; 11-12.RST.5
Performance: 1.5, 1.6, 1.9, 2.5, 3.3
Knowledge: (FA) 1, 3
MUGLE: PP.1.A-E
NETS: 3c; 4c,d
DOK: 4

**Instructional Strategies**

- Teacher modeling and guided practice examples:
  - Breath support
  - Breath control
  - Vowel production
  - Use of consonants
  - Articulators
  - Resonators
  - Source of vibration
  - Source of air
  - Sight reading
  - Conducting practice
- Classroom discussion: Students will debate their own musical interpretations
- Professional musician modeling:
  - Educational tours (Distinguished Concerts International New York)
  - Honor ensembles
  - College professors
  - Guests artists:
    - Show-Me Showboaters
    - Chanticleer
    - Vocal Spectrum
- Aural exercises:
  - Vocal warm-ups
  - Specified rehearsal
### Assessments/Evaluations

- Teacher observation and feedback
- Content target assessment – assessed using a scoring guide
- Concerts
- Student evaluation
- Written quizzes
- Small and large group evaluation

### Sample Assessment Questions

- What can we do as an ensemble to make this passage more musical and not just notes on a page?
- Identify each interval after listening to it played on the piano

### Instructional Resources/Tools

- Various octavos
- Audio and Visual Examples: Professional recordings/performances
- Internet Sources:
  - YouTube
  - JW Pepper
  - Hal Leonard
  - Santa Barbara Publishing
- Professional Organizations:
  - NAFME
  - ACDA
  - MCDA
  - MMEA
- Professional Resources:
  - “Teaching Music”
  - “Choral Journal”
  - “Recorder”
  - “Missouri School Music”
  - “Choral Director”
## Literacy Connections

- Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas

## Cross Curricular Connections

- **History:** Repertoire from various eras
- **Geography:** Repertoire from various regions
- **Sociology:** Repertoire from various cultures
- **ELA:** Debate
- **Math:** Problem solving
<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

### Standards

B. Skills and techniques:

- Sing using correct vocal production and technique

### Learning Targets

1. Demonstrate mastery of proper vocal production not only as an individual, but as a singer of multi-part music in a variety of ensembles

- Demonstrate maturity of tone, color, and intonation when rehearsing music for performance

- Apply refined control of vibrato (i.e., cathedral tone)

- Matches pitch consistently demonstrating techniques and strategies to improve intonation

- Be able to apply proper breath control and support to all aspects of music; sight reading and part learning

- Sing with pitch and rhythmic accuracy and proper breath control in an extended range

- Demonstrates a mastery of correct vowel production techniques in a variety of musical styles or genres in solo and ensemble performances

- Demonstrates a mastery of appropriate diction and vowel production in multiple languages

- Demonstrates a mastery of appropriate dynamics and stylistic expression to each style and genre of music
### Alignments:
CCSS: 11-12.RST.3; 11-12.RST.5
Performance: 1.6
Knowledge: (FA) 1
MUGLE: PP.1.A-C
NETS: 3c; 4c,d
DOK: 4

### Instructional Strategies
- Teacher modeling and guided practice:
  - Breath support
  - breath control
  - vowel production
  - use of consonants
  - articulators
  - resonators
  - source of vibration
  - source of air
  - diction
  - pronunciation
  - dynamics

- Classroom discussion
- Aural exercises:
  - Vocal warm-up
  - Specified rehearsal

### Assessments/Evaluations
- Individual aural evaluation
- Teacher observation and feedback
- Content target assessment – assessed using a scoring guide
- Written quizzes
- Small and large group evaluation
### Sample Assessment Questions

- What can you do to notes of sustained length to make sure that the phrase does not decay?
- What is the difference in the execution of cathedral tone and full voice and how do you change what you do in the vocal mechanism to create both?

### Instructional Resources/Tools

- Various octavos
- Audio and visual examples: Professional recordings/performances
- Internet sources: YouTube
- Professional organizations:
  - NAFME
  - ACDA
  - MCDA
  - MMEA
- Professional resources:
  - “Teaching Music”
  - “Choral Journal”
  - “Recorder”
  - “Missouri School Music”
  - “Choral Director”

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text
- Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas

### Cross Curricular Connections

- Biology: Physical singing apparatus
- Physics:
  - Sound production
  - Sound waves
  - Resonators
- ELA: Phrasing
<table>
<thead>
<tr>
<th>Strand</th>
<th>Elements of Music</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Read and Notate Music</td>
</tr>
</tbody>
</table>

### Standards

C. Skills and techniques:
- Read and notate melodic and rhythmic passages
- Symbols for rhythm, pitch, and expressive elements
- Musical forms

### Learning Targets

1. Notate rhythms and/or melodies and produce them in an ensemble
2. Identify major and minor scales, the four common triads, and seventh chords when singing musical examples
3. Read four-part examples alone and with an ensemble with minimal assistance
4. Identify key signatures, build corresponding scales, build I, IV, V, V7 chords
5. Demonstrates cognitive, aural, and written mastery of music theory as it applies rehearsal and performance
6. Identify similar and contrasting phrases and explain how each are to be performed and be able to translate it to performance
7. Execute visually and aurally various forms
8. Identify and demonstrate standard symbols for dynamics, tempo, and articulation
9. Identify and analyze forms, composition techniques in ensemble repertoire
Alignments:
CCSS: 11-12.RST.4
Performance: 1.5, 1.6, 1.9, 2.5, 3.3-3.5
Knowledge: (FA) 1,3
MUCLE: EP.1.A-D
NETS: N/A
DOK: 4

Instructional Strategies

- Teacher modeling: Interpreting standard rhythmic and melodic notation in various:
  - meters
  - keys
  - forms
- Guided practice: Identifying and notating musical symbols of:
  - pitch
  - duration
- Independent practice
- Classroom discussion
- Aural and written exercises

Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Written quizzes
- Auditions:
  - All-District Choir
  - All-State Choir
  - CDA Honor Choir

Sample Assessment Questions

- Sing a I chord; basses-1, tenor-5, Alto-3, Soprano-1
- Identify and expressively interpret a musical phrase and perform that interpretation as an ensemble
<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Various Octavos</td>
</tr>
<tr>
<td>• Music Theory 2000</td>
</tr>
<tr>
<td>• 30 Days to Music Theory</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Math:</td>
</tr>
<tr>
<td>• Patterns</td>
</tr>
<tr>
<td>• Fractions</td>
</tr>
<tr>
<td>• Foreign Language:</td>
</tr>
<tr>
<td>• Terms in Western languages</td>
</tr>
<tr>
<td>• Relation to ancient Greek root bases</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>-------------</td>
</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Standards**

D. Skills and techniques:
- Sight reading

**Learning Targets**

1. Sing and execute intervals, both melodic and harmonic, within sight reading examples as well as by following Kodaly hand signals
- Demonstrate a mastery of sight reading independent melodic notation in treble and bass clef
- Sight read four-part examples requiring well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys while using Kodaly hand signals
- Sight read 3-part men’s and 3-part women’s while using Kodaly hand signals
- Identify cadence points in the music that the ensemble will be singing I, IV, and V chords
- Analyze elements of music theory, cognitively, aurally, and with written mastery as it applies to classroom rehearsal, and performance
- Identify similar and contrasting phrases and demonstrate in application to music

**Alignments:**
- CCSS: 9-10.RST.3; 9-10.RST.4
- Performance: 1.6, 3.1, 3.3, 3.6
- Knowledge: (FA) 1,3
- MUCLE: EP.1.E
- NETS: N/A
- CCSS: 4
### Instructional Strategies

- Teacher modeling:
  - Interval recognition
  - Rhythm patterns
  - Kodaly hand signals
- Guided practice:
  - Piano accompaniment
  - Interval recognition
  - Rhythm patterns
  - Classroom discussion
- Aural and written exercises

### Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Singing/performance quizzes/exams

### Sample Assessment Questions

- Find and identify the intervals within your part that are most difficult to hear when sight reading?
- Direct the choir in a sight reading exercise, using Kodaly hand signals
- Sight read a melodic and harmonic sight reading example from the MCDA All-District Audition

### Instructional Resources/Tools

- Various octavos
- Patti DeWitt sight reading
- Hymnals

### Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics
Cross Curricular Connections

- Math:
  - Patterns
  - Fractions
- Geometry:
  - Spatial concept
  - Linear alignment
- ELA – Reading:
  - Multistep procedures
  - Fluent reading
  - Auditory discrimination
  - Phonetic awareness
  - High frequency words
<table>
<thead>
<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Evaluate Music and Musical Performances Develop and Apply the Knowledge and Skills to Listen to, Analyze, and Describe Music and Musical Performance</td>
</tr>
</tbody>
</table>

**Standards**

E. Analyze and critique: Responds, listens, describes and evaluates live or recorded musical performances and compositions

**Learning Targets**

1. 
- Listen to, identify, and demonstrate a variety of musical styles and genres
- Demonstrate respect for the musical efforts and opinions of others
- Discuss the quality and effectiveness of music and performances with constructive criticism using proper musical terminology and descriptors
- Explain the musical expression of an aural example
- Characterize the use of music by its intended function and its intended audience

**Alignments:**

CCSS: 11-12.RST.1; 11-12.RST.2; 11-12.WHST.1a,e; 11-12.WHST.5  
Performance: 1.5, 1.6, 1.9, 2.4, 2.5, 3.5, 3.6  
Knowledge: (FA) 1,3  
MUCLE: AP.1.A,B; AP.2.A,B  
NETS: 3c; 4c,d  
CCSS: 4
### Instructional Strategies

- Teacher modeling: Co-constructed shared writing to evaluate performance
- Brainstorming words in the text that indicate a particular mood
- Guided practice
- Classroom discussion to analyze song lyrics
- Listening to cultural and historical examples
- Journaling

### Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Student evaluation
- Written quizzes and tests
- Performance problem solving scoring guide
- MSHSAA Festival Evaluative form
- MCDA Audition Evaluative form

### Sample Assessment Questions

- Analyze the score of “Bogoroditse Devo” by Rachmaninoff by accurately marking form, expressive techniques, vowel production, etc.
- Identify strengths and weaknesses of a performance and give specific reference to aid in improvement

### Instructional Resources/Tools

- Various octavos
- YouTube/Internet Sources: Audio and visual examples
- Musical examples/recordings
<table>
<thead>
<tr>
<th>Literacy Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions</td>
</tr>
<tr>
<td>• Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text</td>
</tr>
<tr>
<td>• Write arguments focused on discipline-specific content</td>
</tr>
<tr>
<td>a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence</td>
</tr>
<tr>
<td>e. Provide a concluding statement or section that follows from or supports the argument presented</td>
</tr>
<tr>
<td>• Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cross Curricular Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td>• English:</td>
</tr>
<tr>
<td>• Use of tier two and three words</td>
</tr>
<tr>
<td>• Compare and contrast</td>
</tr>
<tr>
<td>• Meaning of text</td>
</tr>
<tr>
<td>• Determining central ideas from a text</td>
</tr>
<tr>
<td>Strand</td>
</tr>
<tr>
<td>----------------</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td><strong>Big Idea</strong></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>F. Cultural and historic connections: Understands and relates music to culture and history</td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Alignments:**
CCSS: 11-12.RST.1; 11-12.RST.2; 11-12.WHST.2a,b
Performance: 1.5, 1.6, 1.9, 2.4, 2.5
Knowledge: (FA) 1,3,5
MUCLE: HC.1.A-C
NETS: 3c; 4c,d
DOK: 4

---

**Instructional Strategies**

- Teacher modeling: Listening for identifying elements of musical:
  - style
  - genre
  - time period
- Classroom discussion: Relating music to general historic events
- Listening to recordings of cultural and historical examples
- Professional musician modeling:
  - Educational tours (Distinguished Concerts International New York)
  - Guest artists –
    - Show-Me Showboaters
    - Chanticleer
    - Vocal spectrum

---

**Assessments/Evaluations**

- Teacher observation
- Student evaluation
- Written quizzes and tests
- Performance problem – assessed using a solving scoring guide

---

**Sample Assessment Questions**

- Discuss the traditional spiritual “Soon Ah Will Be Done” arranged by Dawson and how best to convey the text, taking in account aspects of historical significance, use of dialect in pronunciation of text and expressive qualities
- Compare the performance qualities of Rachmaninoff’s “Bogoroditse Devo” in Romantic style Russian to Bonocini’s “Bonzorno Madonna” in Renaissance style Italian
### Instructional Resources/Tools

- Various octavos
- YouTube/Internet Sources: Audio and visual examples
- Musical examples/recordings
- Live professional performances:
  - Show-Me Showboaters
  - Chanticleer
  - Vocal Spectrum

### Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions
- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
  a. Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension
  b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic

### Cross Curricular Connections

- History: discussion of relevant historical facts, relevant style associated with particular time periods
- Sociology: discussion of culture as it relates to the arts
- Foreign Language: use of language specific to musical selections
- Architecture: Relationship of visual form to musical form:
  - cathedral-tone
  - live musical spaces
  - acoustics
- Geography: language specific to country dialect:
  - Russian-dark tone
  - Appalachian-bright wall
## Interdisciplinary Connections

**Big Idea**

Develop and Apply Knowledge and Skills to Understand the Relationships between Music the Other Arts and Disciplines outside the Arts

<table>
<thead>
<tr>
<th>Strand</th>
<th>Learning Targets</th>
</tr>
</thead>
</table>
| G. Applications to life: Understands and relates music to other studies and life experiences | 1. Relate music to other courses of study  
  - Compare and contrast characteristics of two or more art forms within a particular historical period or style and cite examples from various cultures  
  - Understands common elements of various art forms  
  - Assesses the impact of music on a non-art environment  
  - Explore a variety of music related vocations and avocations  
  - Identify a variety of music related careers  
  - Utilize the character traits of responsibility, self-discipline, and accountability while participating in opportunities to contribute to the musical community  
  - Demonstrate how elements, artistic processes, and organizational skills learned in music relate to real world experiences (i.e., discipline, planning, creating, organizing, implementing, cooperating, preparing, multi-tasking, etc.)  
  - Use and demonstrate an understanding of the role of technology in music  
  - Participate in the role of creator, performer, and other positions involved in the production and presentation of the arts |
<table>
<thead>
<tr>
<th>Alignments:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>CCSS: 11-12.WHST.2; 11-12.WHST.7</td>
<td></td>
</tr>
<tr>
<td>Performance: 1.5, 1.6, 1.9, 1.10, 2.5, 2.6, 4.8</td>
<td></td>
</tr>
<tr>
<td>Knowledge: (FA) 1,4</td>
<td></td>
</tr>
<tr>
<td>MUGLE: IC.1.B; HC.1.D</td>
<td></td>
</tr>
<tr>
<td>NETS: 3c; 4c,d; 6b</td>
<td></td>
</tr>
<tr>
<td>DOK: 4</td>
<td></td>
</tr>
</tbody>
</table>

**Instructional Strategies**

- Brainstorming colleges and careers in the field of music
- Independent practice: performances at community and civic events
- Classroom discussion
- Guest speakers, clinicians, and conductors
- Hands-on experience with performance technology and equipment
- Collaborative Fine Arts events, such as:
  - Capitol Caroling
  - Fall musical

**Assessments/Evaluations**

- Teacher observation
- Student evaluation
- Performances at community and civic events

**Sample Assessment Questions**

- Discuss opportunities for personal growth as a musician, while participating in various art related events and how the arts align with one another
**Instructional Resources/Tools**

- Various octavos
- YouTube/Internet sources
- Stage sound and lighting equipment

**Literacy Connections**

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation

**Cross Curricular Connections**

- Business Law: Music attorney
- Keyboarding:
  - Computer skills for finale
  - Sibelius
- Drama: Music Theater
- Shop:
  - Stage props
  - Set
- Physical Education/Dance: Choreography